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of what has been done by the municipal and state utility commissions in Massachusetts, New York, Los Angeles, Kansas City, St. Louis and elsewhere. Rarely has any public topic been considered by a group of writers so well informed and so sanely progressive as are these essayists. On the whole the volume justifies the persuasion of the Introduction that it "will be of widespread usefulness alike to publicists, officials and instructors."

The conclusion of the whole matter arrived at is, that, under American conditions, virile regulation wins more benefits, at less risks, for the community, than public ownership and operation—the antiquated assumption that competition is either desirable or attainable as a regulator being dismissed with a wave of the pen. But it is recognized that regulation can be effective only if public ownership is possible as an alternative—"a gun behind the door." To forbid a city to manage its own utilities is to make the private corporations arrogant and avaricious.

How difficult and well-nigh impossible it is for an American city to reach the self-confidence and successful enterprise regularly displayed, with respect to public utilities, as this volume shows, by European cities, is illustrated by the experience of New York City on the rapid transit question, since this volume was compiled. Though the character of the Public Service Commission and of the Board of Estimate is above suspicion and the opportunity to complete the construction of a line already begun by the city was patent; yet, scared by the old bugaboo of municipal indebtedness, these bodies have made an agreement with the transit corporations under which the city takes all the financial risks of enormous extensions, under private control and operation, of the transit lines, with the practical certainty of being called upon heavily to subsidize the lines out of taxation. In return for this unprecedented subsidy the city will possibly secure a speedy enlargement of facilities, with the consequent extension of the residential area and improvement of housing conditions, a boon which may prove an offset to the speculative risks undertaken. But experience, as detailed in the book before us, with corporations in the past makes it extremely uncertain whether this speedy enlargement of facilities will actually accrue. If it do not, this, the greatest transaction ever entered into between an American city and private corporations, will be summed up in the slang phrase: "Sold again," a most discouraging conclusion to a decade of education and agitation.

JOHN MARTIN.

Stapleton, S. I.

King, Irving. *The Social Aspects of Education.* Pp. xv, 425. Price \$1.60. New York: Macmillan Company, 1912.

A reference or text-book designed for use in the training of progressive teachers and general source book of social education. The contents are made up largely of annotations books, of papers and reports by a group of educators who believe in a social basis for school training. Dewey, Snedden, Hanus, Bagley, Scott, Addams, O'Shea and others are extensively quoted. There are twenty well-chosen chapter-topics, each followed by excellent bibliographies. The first

twelve chapters are devoted to a discussion of the external social relations of education while the remaining chapters deal with the internal social aspects.

Democratic government of schools is the subject of one chapter and illustrates the plan of the book. It begins with a seven-page extract from a book by the same title written by John T. Ray, the pioneer in pupil self-government experiment, and gives the results of his experiences of over sixteen years. Mr. Ray thinks that most attempts of the kind must fail because the teachers do not understand the real purpose of pupil government. The form and show of a mimic republic are seen rather than the opportunity for training in judgment and control. This selection is followed by six pages from the bulletin of the School Citizens' Committee of New York City in which the ideals of self-government are attractively set forth. The author summarizes and comments upon these two and other views in three pages, and closes with a bibliography of thirty titles.

The appearance of a book of this kind is evidence of the interest school people have in the social aspects of education and their desire to hasten the change in theory and practice of school training which will make school life square with life outside. In order that those most responsible for the spirit and life of the school room may get away from bookishness and learn to regard teaching as a social as well as an intellectual service, Dr. King suggests that educational psychology should include social psychology, and that the teacher shall be trained to render the largest social service possible through the school organization.

Dr. King has provided a valuable guide for the educator who has reached a point in his experience where he knows that the curriculum must be simplified and humanized and is not quite certain that he knows how to accomplish the change. No courses of study for different places and conditions are suggested, but a wise selection of opinion from the leaders in educational thought of the present together with the author's own convictions are placed at perplexed ones' service. The book is also an excellent text for use in teachers' training courses.

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Klemm, L. R. *Public Education in Germany and the United States.* Pp. 350. Price \$1.50. Boston: Richard G. Badger, 1911.

One is glad to welcome another book from the pen of Dr. Klemm, late specialist in foreign education in the United States Bureau of Education, especially for the light it throws on the organization of subject matter and methods of instruction in vogue in the elementary schools of Germany. Although the author has been for forty-five years in America, he has still retained his interest in the schools of his Fatherland, and still looks at many questions from a peculiarly Teutonic point of view. The opening chapter on Why Cannot the American School Accomplish what the German School Does? published in the *Educational Review* a few years back, presents on the whole an admirable analytical answer to the question propounded in its title. Although the author points out forcibly many of the short-comings of our schools which, alas, are all too true, he loses sight of one very significant factor that must necessarily make for the greater diffuseness